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ABSTRACT

Intergenerational activities are any activities planned to be of mutual benefit to more than one age group. This manual concentrates on school-age children and older adults sharing experiences in the library or elsewhere using library materials. The following four models are introduced: (1) Sharing Letters; (2) Sharing Stories; (3) Sharing History; and (4) Sharing Fun. They range from simple to complex, and include one-time and ongoing activities for a library to do alone or with interagency cooperation. Changing demographics mean an increasing number of older adults in Texas and a growing need for services for them. The guide explores how to conduct and evaluate intergenerational programs, including working with older adult volunteers and children. (Contains 57 references.) (SLD)

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OLDER ADULTS AND SCHOOL AGE CHILDREN TOGETHER IN THE LIBRARY: A TEXAS INTERGENERATIONAL LIBRARY PROGRAMS MANUAL

by

Rhea Joyce Rubin

Library Development Division
Texas State Library
1992

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PREFACE

Intergenerational Programs are *any* activities planned to be of mutual benefit to more than one age group. They can involve *any* two ages and be held *any*where.

But this manual concentrates on school age children and older adults sharing experiences in the library, or elsewhere using library materials.

Four models are introduced in this handbook: Sharing Letters, Sharing Stories, Sharing History, and Sharing Fun. They range from simple to complex, include one-time activities as well as ongoing programs, and describe projects for a library to do alone to those needing interagency cooperation.

If intergenerational programming is a new concept in your library, or if staffing (and patience) is short, start small. Perhaps a penpal program ("Sharing Letters") or a one-time crafts event ("Sharing History"). After an initial success, your library can move on to more ambitious programs.

And keep this in mind: after combining older adults with school age children, why not try preschoolers and college students? Or teenagers and older adults? There are many possibilities...

Whatever you decide, ENJOY!

THE WHAT AND WHY OF INTERGENERATIONAL PROGRAMMING

WORDS OF WISDOM

In a fast-changing society like ours, the young ones are the pathfinders and pioneers. They are the experts on today and tomorrow, the people who feel at home in the now.
(Margaret Mead)

When an old person dies, a library burns.
(African saying)

Life is a country that the old have seen and lived in. Those who have to travel through it can only learn from them.
(Joseph Joubert)

"Activities or programs that increase cooperation, interaction or exchange between any two generations. It involves the sharing of skills, knowledge, or experience between old and young."

This is the National Council on the Aging's definition of "intergenerational," which has been adopted by most groups planning programs for more than one age group.

WHY DO KIDS NEED TO BE WITH OLDER PEOPLE?

Only 5% of kids today can see their grandparent(s) on a regular basis. And most children have little contact with other elders.

Children are curious -- about old age as well as other topics. Many educators and psychologists state that children need to see the entire lifecycle, to understand their own place in the now, and to envision their future.

So it is essential that kids meet positive role models of aging and develop positive attitudes toward aging.

Also, elders have history and experiences to share that only they know.

Finally, older adults offer children a special kind of unconditional acceptance that they do not receive from family or from teachers and other authorities.

WHY DO OLDER ADULTS NEED TO BE WITH CHILDREN?

70% of grandparents live at least 2 hours from their grandchildren. And most older adults have little contact with other children.

According to developmental psychologists, to be content, older people need to feel that they will live on beyond their physical life. Also that they have helped guide the next generation.

On a less lofty plane, older people (as everyone else!) want to feel needed, a feeling they often lose upon retirement and/or adult children moving away.

And older adults want to share their experiences and skills.

INTERGENERATIONAL PROGRAM BENEFITS

For Children

personal relationship with an elder (grandparent substitute) for children who do not have grandparents nearby
development of prosocial behaviors (e.g. sharing, helping, cooperation)
fostering of positive attitudes toward aging and the lifecycle
promotion of empathy
unconditional acceptance and emotional support
understanding of physical limitations
learn skills and wisdom of another generation
sensory stimulation
mentor, models

For Older Adults

personal relationship with a child
positive, fulfilling use of retirement time
reduces isolation and loneliness through social contact
sensory stimulation
unconditional acceptance and emotional support
improved self-esteem
opportunity to share a lifetime of experiences and skills
chance for reminiscence

For the Library

breaks down barriers between age-distinct departments
stretches tight resources
stimulating new sense of purpose for staff
ability to serve greater spectrum of community
new source of volunteers
new library users

For the Greater Community

greater utilization of resources and experience in community
increased communication among segments of the community
improved image of children and of older people
recognition of needs of all age levels
historical and cultural traditions are maintained
partnerships among community organizations and individuals
cohesive community spirit

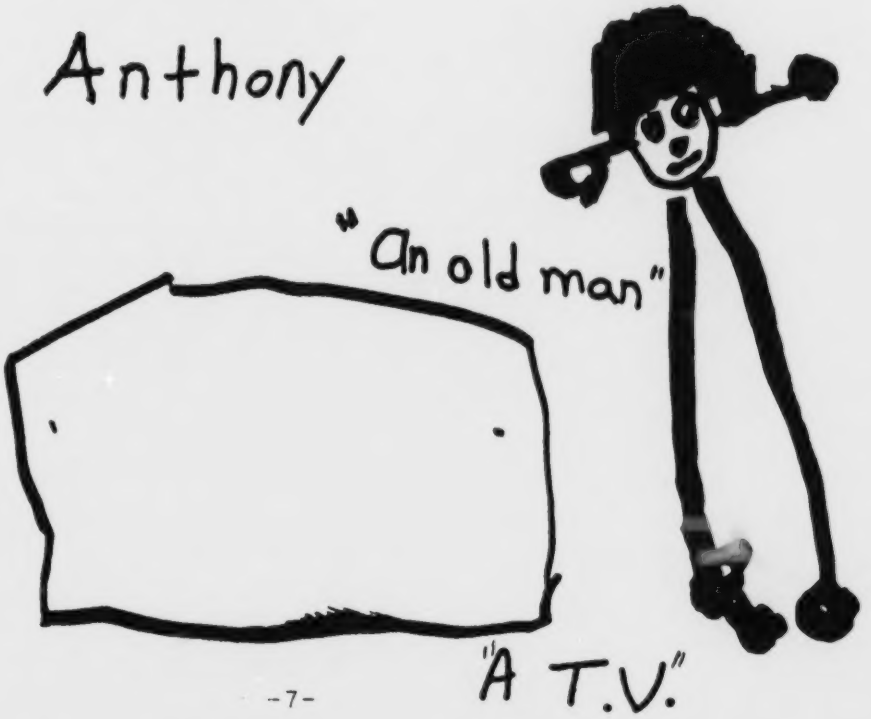
Intergenerational Program Concerns

For Children	For Elders
Safety	
Exposure to disease	Exposure to disease
Unwelcomed physical closeness	Children's activity level may be tiring
Emotional Well-Being	
Pressure to "behave"	Frustration with children's behavior
May be frightened	Sense of loss at end of school year
Loss if death occurs	Children may ask blunt questions
Physical Displacement	
Risks involved in non-child-centered environment	Disorientation off site
	Physical handicaps not accommodated

Staff and Administration Concerns

Early Childhood Staff	Activity Directors
Liability (off site)	Liability (off site)
Conflicting philosophy of staff	Conflicting philosophy of staff
Financing	Financing
Teachers' insecurity with elders	Activity directors' insecurity with children
More work load	More work load

—*Barbara Nilsen & Janet Cook*



From: McDuffie, Winifred and Judith Whitenam. INTERGENERATIONAL ACTIVITIES HANDBOOK. 2d. ed. Binghamton, NY: Intergenerational Activity Program of Broome County Child Development Council, Inc., 1982.

OLDER ADULTS: THE TEXAS PICTURE

Texans are younger than other Americans. The average age in the US in 1991 was 36; in Texas it was 33.

But the older population in Texas is growing at a much faster rate than the Texas population as a whole.

In 1990, 1,758,000 Texans were over 65. By 2000 this number will rise to 2,125,000 and older adults will comprise 10.5% of the population. Although this is a smaller proportion than in the US as a whole (where 13% of Americans will be over 65), it represents a substantial change for Texas.

In fact, by the year 2000, the proportion of older adults will increase but the proportion of children aged 0 - 17 years will decrease. And for the first time, Texas will have more older adults than teenagers among its citzenry.

Those older adults tend to be poor -- 28% of older Texans live below the poverty level. Yet Texas ranks 49th of the 50 states in services to older adults.

What does all this mean? There may be shifts in service priorities and in fiscal commitments. There definitely will be more need for services for older people -- and for intergenerational programs.

THE HOWS OF INTERGENERATIONAL PROGRAMMING

GOLDEN RULES FOR INTERGENERATIONAL PROGRAMMING

1) Do stress ***interactive*** programs

2) Do educate young children and older adults about each other; ***address children's fears and misconceptions***

3) Do not ***patronize*** either age group; avoid stereotypes

4) Do guarantee ***mutual benefits***; all must give and receive

5) Do allow time for participants to ***actively reflect*** on the intergenerational experience -- this maximizes the benefits

6) Do encourage ***one-to-one relationships***

7) Do mobilize and maintain ***staff support***

8) Do encourage ***multiculturally diverse*** activities

9) Do ***start small***

10) Do be aware of the most common problems: ***transportation and scheduling***

PLANNING YOUR INTERGENERATIONAL PROGRAM

1. What is the *objective* of the program?

2. Will the program be *mutually beneficial* for the different ages? Benefit for older people? For children?

3. What *resources* are already in place at the library?

4. What *obstacles* must you overcome to gain the support of your administration? Colleagues?

5. Whose *approval* is needed?

6. Whose *cooperation* is needed (within the library)?

7. What outside agencies might be *partners* in planning? In operations?

8. Can this be done with existing *staff*? Possible source of staff? Volunteers?

9. Can this be done with existing *budget*? Possible sources of funding?

10. What materials or *supplies* will be needed? Source?

11. How will you *publicize* the program to get participants?

12. *Where* will the intergenerational activity take place? Is this the best location, considering transportation and scheduling concerns?

13. *When* will the activity take place? How often? Duration?

14. What is the *lifespan* of the program?

15. How will you know if the program was a *success*?

16. How will you ensure that this will *last* beyond the pilot phase?

For more on the details of planning & managing a program, see A Librarian's Planning Handbook for a Read-to-Me Club, available from the Texas State Library.

THE FIVE "C"s OF STARTING AN IG PROGRAM

Concept

The program idea and design

Community

Networking with other agencies and organizations

Coordination

The process of organizing and running the program

Constituents

Participants, staff, and volunteers

Cooperation

Communication, recognition, training, assessment, and outreach -- to ensure that intergenerational programs continue

From: Sallie Johnson, Elvirita Lewis Foundation, quoted in Kathlyn Thorp. *Intergenerational Programs: A Source for* Community Renewal. *1985.*

IG PROGRAM PLANNING GRID

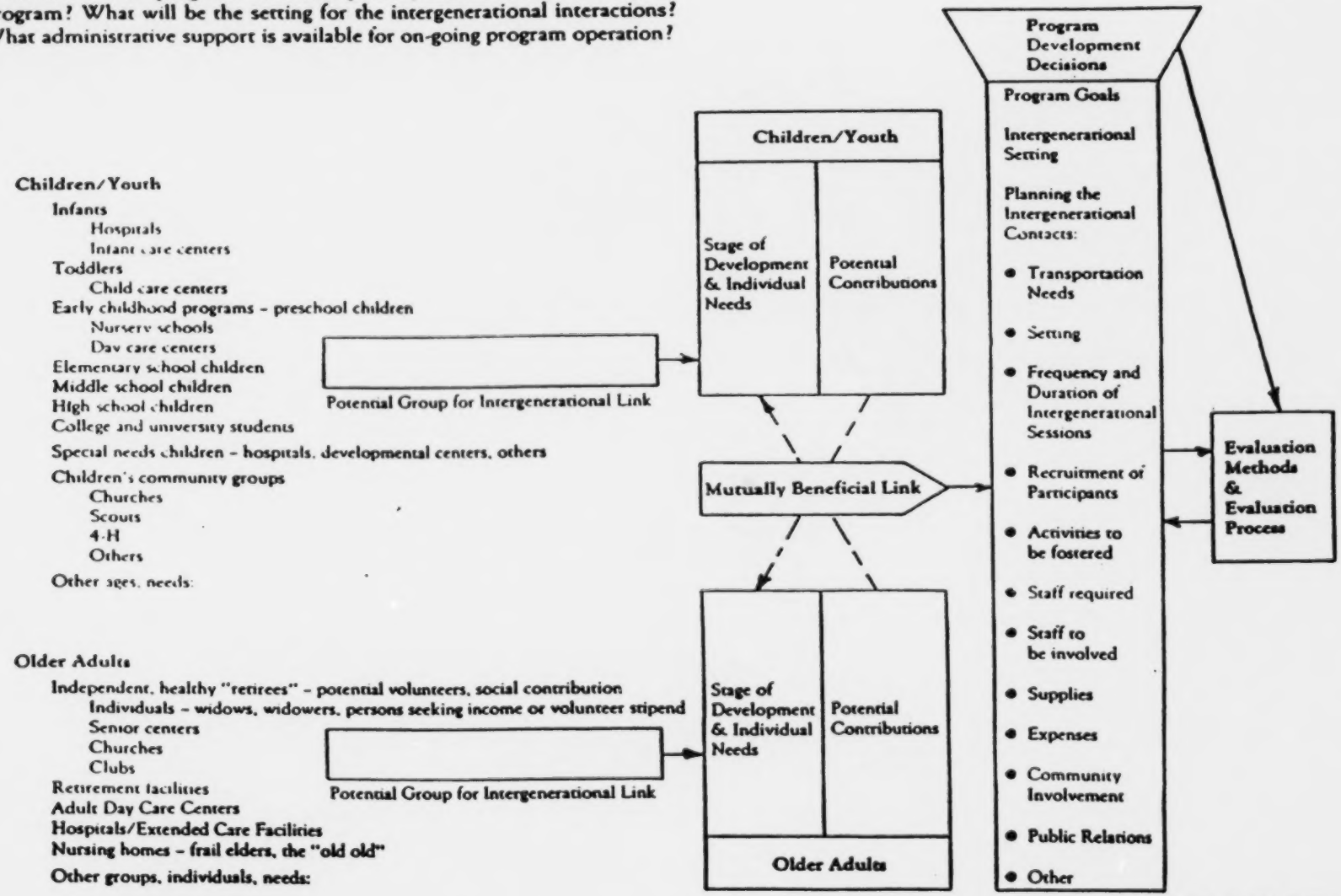
Themes / Activities	*Local History*	*Family History*	*Stories*	
Remembering				
Exploring				
Celebrating				
Discussing				
Recording				
Dramatizing				
Singing				
Eating				
Reading				
Displaying				
Writing				

Based on Ronald Mannheimer's
"Developing Arts and Humanities Programming with the Elderly"

Model for Intergenerational Program Development

Linking the Age Groups

Who initiates the program? What are primary motivations in starting the program? What will be the setting for the intergenerational interactions? What administrative support is available for on-going program operation?



Developed by Winifred McDuffie

POSSIBLE INTERGENERATIONAL PARTNERS

For older adults

- American Association of Retired Persons (AARP) chapter
- Retired Senior Volunteer Program (RSVP)
- Retired Teachers Association (RTA) chapter
- Senior centers
- Adult day care centers
- Nursing homes
- Gray Panthers chapter
- Senior residences
- Senior nutrition sites

For children

- Schools
- Scout troops
- Daycare centers
- Group homes
- PTA
- Parks and recreation department

OLDER ADULTS AS VOLUNTEERS

Older people are retiring at younger ages... Over 75% of people now retire under 65 years of age. And they have an average of 13.6 years for retirement activities. Is it any wonder that Cities rated Almanac now includes "opportunities for volunteerism" as a factor?

47% of people 55-64 do volunteer work (an average of 5 hours per week). 40% of people 65-74 do (an average of 6 hours per week). And 29% of people 75 and over do volunteer work (an average of 4 hours per week).

Will they want to work with kids in the library? 20% of all senior volunteers work with youth! And 42% work with community services (like libraries).

You can find senior volunteers through your local volunteer agency or the Governor's Office of Voluntary Services (in Austin), through RSVP, or AARP.

And don't forget about the Foster Grandparent Program which pays older adults to work in community agencies -- including public libraries. In 1989, 30,000 elders were paid to work with 70,000 children.

For more on using older adult volunteers in the library, see Grandparents and Books by Maureen Wade and Susan Patron, Los Angeles Public Library 630 W. Fifth Street, Los Angeles, CA 90071-2097 and Intergenerational Programming in Libraries by Marilyn Green, South Bay Cooperative Library System, 25 Tower Road, Belmont, CA 94402-4000. For a general guide to using older volunteers, see Older Volunteers: A Valuable Resource. American Association of Retired Persons, 1909 K Street NW Washington, DC 20049. For a discussion of the use of any volunteers in libraries, see "Volunteers in Public Libraries: Issues and Viewpoints" in Public Library Quarterly (5): 29-40, Winter 1984.

IG PROGRAMMING CALENDAR

January	New Year (America, Japan, Korea, Taiwan, Thailand) Martin Luther King, Jr. Day
February	Black History Month Race Relations Day New Year (China) Tet (Vietnamese New Year) Valentine's Day Presidents' Day
March	National Women's History Month National Teenagers' Day Ramadan (Islamic) Passover (Jewish) Easter (Christian)
April	National Library Week National Volunteer Week Week of the Young Child Festival of Ancestors (Chinese) Earth Day
May	Older Americans Month Senior Center Week Mother's Day National Nursing Home Week Cinco de Mayo (Mexican) Children's Day (Japanese and Korean) Memorial Day National Pet Week
June	Father's Day Children's Day (US) National Adopt-A-Cat Month
July	Muharram (Islamic New Year) Ratha-yatra (Hindu New Year) Independence Day (US)

August	Youth Day (Zambia)
September	Grandparents' Day National Hispanic Heritage Month American Indian Day Rosh Hashannah (Jewish New Year) Banned Books Week National Library Card Sign-Up Month International Literacy Day
October	Halloween Universal Children's Week National Adopt-A-Dog Month
November	Thanksgiving National Young Readers' Day National Children's Book Week Children's Day (India) Children's Day (Japan)
December	Christmas Channukah Kwanzaa (African American)

TIPS FOR WORKING WITH OLDER ADULTS

Facts About Older Adults

Older adults are politically active and vote -- keep your older adult participant, volunteers, and staff in mind when a library proposition is on the ballot.

National studies have found that the top concerns of older adults are: health, finances, transportation, and housing.

The top interests of older adults are: music, religion, cooking, health, sports, gardening, sewing, arts & crafts, exercise, and travel.

Reading is as prevalent among older people as among the rest of the public. Older adults spend as much time reading as do readers of other ages, but read less quantity. They are also less likely to be book readers. Newspapers are by far the most popular reading material.

Keep in Mind

Older adults expect respect from younger people.

Older adults want to share not only their skills but their life experiences.

Many older people are early risers and prefer to plan activities in the morning rather than the afternoon. Also, many older people prefer not to travel after dark.

Loss of hearing or sight should not be confused with stupidity. If the person appears to have a hearing loss, stand directly in front of her/him and speak clearly and slowly -- do not shout. If the person appears to have trouble seeing, ask if s/he needs assistance -- do not shout.

If you are working with residents of a nursing home or other care facility, be sure to schedule around the medication schedule.

If the older person has an attendant or assistant, be sure to talk directly to the older adult rather than the assistant.

TIPS FOR WORKING WITH SCHOOL AGE CHILDREN

Young kids are extremely active -- don't expect them to sit still for long periods of time.

Children are naturally curious -- if you whet their curiosity they'll become involved.

They learn best through doing -- the best programs employ all five senses.

Have more than one project (or book) in mind -- flexibility is a key to successful programs with school age kids.

Kids are easily embarrassed by what they don't know; stress their abilities and knowledge.

Pairing children one-to-one with older adults is preferable as the easy acceptance and companionship is important.

Children especially enjoy programs with a product, e.g. a craft item.

Allow younger children non-verbal means of expressing themselves, e.g. drawing.

Most children have a strong sense of humor and enjoy being "silly."

Children enjoy having adults actively engaged with them in a project, or a discussion rather than only "teaching" them.

Allow children time to share their experiences and opinions; they greatly value them and often feel that adults do not.

SUCCESSFUL INTERGENERATIONAL PROGRAMS

According to Generations Together, an intergenerational program and clearinghouse in Pittsburgh, PA, successful intergenerational programs universally share the following characteristics:

1. supportive administration
2. committed staff
3. systematic plan
4. support from the community
5. defined expectations/outcomes
6. started small with an interested group
7. participants recruited by peers
8. problems addressed as they came up
9. clear roles
10. collaboration among participating agencies/groups
11. program status developed
12. defined time commitment of participants
13. recognition planned for participants
14. evaluation component included in planning

EVALUATING YOUR INTERGENERATIONAL PROGRAM

1. Are you bringing people together for *meaningful activity*?

2. Is the activity *mutually beneficial*?

3. Are there *rewards* for all involved?

4. Does the program promote *understanding* across generations?

5. What *changes* could you make so that your next intergenerational program runs more smoothly?

6. How did the program fit in with the *overall* library program or service plan?

7. Does the program have a strong *community base*?

8. Could this activity become a *tradition* in itself?

FOUR MODELS

SHARING LETTERS

A *penpal program* for older adults with school age children is

* easy
* low-cost
* off-site (library space is not an issue)
* ideal for rural or isolated people
* perfect for latchkey children
* accessible for people with disabilities
* multi-cultural

And *correspondence* is

* familiar to older adults
* fun for kids
* curriculum support for children (handwriting, spelling, composition)
* a tie-in to journal keeping and other activities

Tips for Sharing Letters

1. Children should be from 8 - 12 years old.

2. Penpals can be biological grandparents or "adopted" ones assigned by the library.

3. People with disabilities can be included as letters can be taped rather than written.

4. Both the grandparents and the children need program instructions so that everyone has the same expectations.

5. Structure for letter content is essential, at least for the first few interchanges. Topics might include family/personal history, cultural heritage, holiday celebrations, favorite books. Questions for each topic should be provided. For example, family/personal history might be entitled "Me, Myself, and I." Questions to grandparents could include :

> Where & when were you born? Where did you grow up? How many siblings did you have? Discuss your growing up -- games, school days, work experiences, historic events you witnessed.

Questions for the children could include:

> Tell about your family and things your family does together. Write about your school, your friends, games and activities you like.

6. For each letter exchange, suggest optional extra activities the penpals can share. For the example unit above, an exchange of photographs, self-portraits, family trees, or life lines. For other units, collages from magazines, pictures, poetry or stories might be suggested.

7. Be sure to incorporate library materials into your program. For example, offer a unit on books and recommend intergenerational books for both penpals to read and compare ideas about.

8. If your penpals live near the library, incorporate special in-house activities into the program. For example, an annual "birthday party" for all, or an intergenerational read-in.

9. If your penpals are geographically isolated, provide rewards by mail: certificates of involvement or birthday cards.

10. Combine this program with another intergenerational project. For example, if your library has an intergenerational reading program, invite penpals to join in.

11. For more ideas, contact Grandletters, Kansas State University, Cooperative Extension Service, Manhattan, KS 66506.

Sharing Letters Worksheet

Target older adults:

Contact for finding them:

Target children:

Contact for finding them:

Library resources in place:

Program co-sponsors (in the library and outside):

Funding source(s):

Approval needed:

Comments:

Sharing Letters Budget Sheet

Items	*Projected Cost*	*Funds Needed?*	*Donated?*
Staff			
Volunteers			
Publicity			
In-House			
In-Community			
Registration			
Supplies			
Stationery			
Stamps			
Event (optional)			
Refreshments			
Paper goods			
Entertainment			
Space rental			

Sharing Letters Planning Sheet

Program Name _____
Program Date & Time_____
Person Responsible _____
Program Location _____
Number of Participants _____

Ordered/Arranged *Date*

Personnel Needed:

Materials/Supplies Needed:

Equipment Needed:

Space Needed:

Older Adult Participants:

Children Participants:

SHARING STORIES

Sharing stories between older adults and school age children:

* is familiar to both age groups
* clearly is library-connected
* provides curriculum support for literature and other areas
* can be on-site or off-site
* is multi-cultural
* uses cross-generational stories, raising discussion of generational roles
* can be adult to child, child to adult, or mutually experienced
* can take many forms, from simple to complex
* is fun!

Ideas for Sharing Stories

1. Older adults may read -- or tell -- stories to children in the library. It is essential to train the senior volunteers in techniques of selecting and sharing stories. The "Grandparents and Books" project reports that its volunteers promote multi-generational and cross-cultural understanding through careful story selection. For more information, order the Grandparents and Books Manual by Maureen Wade and Susan Patron, Los Angeles Public Library, 630 W. Fifth Street, Los Angeles, CA 90071-2097.

2. Older adults may share library books with children outside of the library, for example in after school daycare. In one approach, program kits are developed by the library for loan to sites for use with their older adult volunteers or staff. A program kit is centered on books on a theme (e.g. food, holidays) and may also include puppets, games, puzzles, art supplies, music cassettes, and a program handbook. (Note that this idea is based on the "Senior Stories" project at Fresno County (CA) Public Library which was designed for preschoolers and on the "Together With Books" project at the Berks County (PA) Library System and the "Grandparents' Kits" project at the County of Los Angeles (CA) Public library, both of which loan kits to individual older adults for use when their out-of-town grandchildren are visiting.

3. Another way for older adults to share library books with children outside of the library is for senior volunteers to visit the public schools to read books and publicize the library. This has been done successfully by the San Diego (CA) Public LIbrary's Outreach Services Department.

4. Older adults may share family stories to their own grandchildren at the library. For a "Family Story" program (based on the Oak Lawn (IL) Public Library's experience) students in 4th through 8th grade are asked to register for a Grandparents' Day program and to invite a grandparent. After a booktalk and family story from the librarian, the grandparents are instructed to tell a family story -- an amusing incident, a historical anecdote --to the youngster. Immediately after the one-to-one storytelling, the children write down the story and illustrate it; the library then binds the story for each child to keep.

5. Children may read or tell stories to older adults in neighborhood senior centers or nursing homes. For more on this approach, see "Sharing Fun." And check out Read Aloud Programs: Instructional Manual, by Gloria Leonard, Seattle Public Library, 1000 4th Avenue, Seattle, WA 98104.

6. Children and older adults can participate in a mutual story (book) reading program. For "A Grand Pair of Readers," grandparent/grandchild pairs register at the library and are given a folder of many possible library activities they can share. When the pair has completed at least five, it is designated a "grand pair" and awarded a prize. (Note: this idea is based on a project of the Missouri State Library.)

7. Another mutual reading program is an intergenerational Summer Reading Program. Rather than the traditional "Children's Summer Reading Program," the library offers a cross-generational program. As in the traditional one, this program offers prizes for reading a certain number of books, club membership identification (sticker, card, T shirt, etc.), and extra activities for participants. Either the library can publicize open enrollment or require participants to register as intergenerational teams. See Intergenerational Programming in Libraries by Marilyn Green, South Bay Cooperative Library System, 25 Tower Road, Belmont, CA 94402-4000.

8. Children and older adults can share in storytelling by others. For example, the Elmhurst (IL) Public Library has an annual storytelling festival on the Fourth of July. The stories -- and storytellers -- are multi-generational. The Normal (IL) Public Library holds regular children's story hours at the local nursing home so that youngsters and oldsters can listen together.

Sharing Stories Worksheet

Target older adults:

Contact for finding them:

Target children:

Contact for finding them:

Library resources in place:

Program co-sponsors (in the library and outside):

Funding source(s):

Approval needed:

Comments:

Sharing Stories Budget Sheet

Items	*Projected Cost*	*Funds Needed?*	*Donated?*
Staff			
Volunteers			
Publicity			
In-House			
In-Community			
Registration			
Supplies			
Transportation (optional)			

Sharing Stories Planning Sheet

Program Name _____
Program Date & Time_____
Person Responsible _____
Program Location _____
Number of Participants _____

Ordered/Arranged *Date*

Personnel Needed:

Materials/Supplies Needed:

Equipment Needed:

Space Needed:

Older Adult Participants:

Children Participants:

SHARING HISTORY

History activities with older adults and school age children

* stresses the life experiences of older adults
* introduces the concept of elders as the keepers of history and culture
* is appropriate for every age
* provides curriculum support in social studies and other areas
* is multi-cultural
* can be on-site or off-site
* includes living history, local history, and oral history
* can take many forms, from simple to complex

Ideas for Sharing History

1. Living history is the realistic portrayal of past events and activities. History is brought alive, rather than merely recounted on a page. For example, Pioneer Farm at Lake Austin is a permanent living history institution and the Folk Life Festival at the Institute of Texan Cultures in San Antonio is a month-long annual event. But a living history program can be a one day special event in your community or a simple continuing program. In Houston, older adults are recruited to visit classrooms where, dressed in appropriate costumes, they share a forgotten craft or skill such as churning butter or weaving cloth. For more ideas, check out Culture and Children (Texas Department of Human Services) or the fascinating Foxfire books (Anchor/Doubleday).

2. Local history is the exploration of the story of a specific community. Typical local history activities are guided tours of the town or neighborhood by elders, or historic photographic exhibits. In both cases, the objective is to display the past and relate it to the present. The focus is on description/depiction of what no longer exists and discussion of the past lives of those things which still exist. For example, the Atlanta (GA) Public Library and the Atlanta Historical Society co-sponsored an intergenerational local history project which culminated in a skit and a slide show entitled "From the Nifty Nineties to the Nintendo Nineties." Another example is the HISTOP project in Michigan. "History Sharing Through Our Photographs" uses family photos as the basis of a sharing of local history. Older adults select photographs which set the frame for discussion of a period, an experience, a concept -- all rooted in personal experience. In this way, history is made real for children through the memories of older adults. For more information, contact the Michigan Council for the Humanities at 1407 S. Hanson Rd., Nisbet Building #30, E. Lansing, MI 48823-5289 for the HISTOP Manual.

3. Oral history is the capture of elders' memories as they speak them. Correctly done, oral histories should be carefully structured and recorded. But for intergenerational purposes, oral history collection can be much more relaxed. Typically, junior high and senior high school students interview selected elders about a specific period or event, tape recording their stories and later transcribing them. For sample questions, order Before Your Time from the Generational Resources Exchange at the Reading

Public Library, Fifth & Franklin Streets, Reading, PA 19602. For advice on techniques, see William Zimmerman's How To Tape Instant Oral Biographies, NY: Guarionex Press, 1979.

4. Don't forget to incorporate library materials into all of your programs! For example, for a living history program with kindergartners on quilting, use Flournoy's The Patchwork Quilt or Campbell's Sam Johnson and the Blue Ribbon Quilt.

5. Other intergenerational approaches to history are the BiFolkal program kits on "Remembering School Days," "Remembering Fashion," and "Remembering Fun and Games." The last one, especially, shows that history is "the lives that yesterday's children have lived." Each kit is based on a slide/tape show, supplemented with program pieces for each sense, skits, jokes, songs, and activities. These kits are available from the Texas State Library. Or try the National Council on the Aging's "Discovery Through the Humanities" programs (600 Maryland Avenue SW, Washington, DC 20024) which center on large print anthologies illustrated with photographs and accompanied by discussion questions young and old can use together.

Sharing History Worksheet

Target older adults:

Contact for finding them:

Target children:

Contact for finding them:

Library resources in place:

Program co-sponsors (in the library and outside):

Funding source(s):

Approval needed:

Comments:

Sharing History Budget Sheet

Items	*Projected Cost*	*Funds Needed?*	*Donated?*
Staff			
Volunteers			
Publicity			
In-House			
In-Community			
Registration			
Supplies			
Event			
Refreshments			
Paper goods			
Entertainment			
Space rental			

Sharing History Planning Sheet

Program Name _____
Program Date & Time_____
Person Responsible _____
Program Location _____
Number of Participants _____

Ordered/Arranged *Date*

Personnel Needed:

Materials/Supplies Needed:

Equipment Needed:

Space Needed:

Older Adult Participants:

Children Participants:

SHARING FUN

Sharing fun is *library-sponsored visits*:

* introduces the concept of caring for one another
* emphasizes life cycle stages
* integrates people with disabilities into the fun
* presents the library as an active community member
* is off-site
* requires preparation for both the host and the visitor and the cooperation of parents, library staff, and center staff.

Ideas for Sharing Fun: Library-Sponsored Visits

1. School-age children (8 - 12 year olds) may visit older adults in nursing homes or daycare centers. This may be a one-time celebratory visit -- for a specific holiday -- or an ongoing project. Because of the preparation time and coordination required, an ongoing regular program is best. Children would spend approximately one hour at the chosen site, reading stories and delivering books, as well as participating in an intergenerational activity. Such activity may be a craft or food project related to the books read or to the time of year. (Note that the activity director of the nursing home or center can assist in this part of the visit.) Children will need education in aging before the initial visit and a chance for discussion after each visit as discussed in the videotapes and on the following page. For more information on children reading to seniors, see the Read Aloud Programs: Instructional Manual by Gloria Leonard, Seattle Public Library, 1000 4th Avenue, Seattle, WA 98104. For other ideas see the Intergenerational Activities Program Handbook of the Broome County Child Development Council, PO Box 880, Binghamton, NY 13902-0880.

2. Children may visit older adults in nursing homes or daycare centers to participate in a mutual program. For example, a Bi-Folkal kit (see "Sharing History") could be used as the basis of one or more visits.

3. Older adults may visit children in afterschool daycare centers. As mentioned above, one-time visits are not usually cost-effective in terms of preparation time, so an ongoing regular (weekly or monthly) program is advised. The older people may use library kits (see "Sharing Stories") or other library materials to provide a program at the center. The training provided to volunteers in "Grandparents and Books" (see "Sharing Stories") applies here as well.

4. Older adults may visit children's daycare centers to participate in a mutual program. For example, a poetry workshop with local poets reading their own works and teaching the participants how to write simple poems. Or an intergenerational spelling bee or authors' quiz. Note that many of your in-house library programs can be adapted to use intergenerationally off-site.

Preparing Children for Visits to a Nursing Home or Daycare Center

1. Familiarize children with the looks of older people: display photographs and posters of older people and invite seniors into the library's children's room and/or the classroom.

2. Stress the common ground. For example, have children list their favorite activities or foods and then discuss older peoples' favorites. Demonstrate toys used by former children and compare to today's toys.

3. Discuss the life cycle. Share pictures of seniors when they were school age and now. Have children share photos of themselves as babies and now. Do this also with pictures of animals at different stages.

4. Introduce the many forms of older adulthood by reading stories with older characters both active and frail, independent and in care.

5. Encourage discussion of myths and stereotypes of aging perhaps through the use of puppets or film.

6. Introduce aids used by people with disabilities, i.e. wheelchairs. Children may be frightened by furniture and equipment they have never seen; if possible let them practice using a wheelchair or experiencing simulated deafness.

7. Let the children "meet" the older adults through letters or art exchanges before the initial visit.

8. Prepare the parents to discuss these issues with their children at home.

For more information, see Carol Tice's Developing a Curriculum of Caring, Lifespan Resources, Inc., 1212 Roosevelt, Ann Arbor, MI 48104 and Judy Sheppard's Silver Threads Handbook: A Guide to Intergenerational Contact, Silver Threads Among the Gold, 17360 SE Tenyck, Sandy, OR 97055.

Sharing Fun Worksheet

Initial concerns:

Target older adults:

Contact for finding them:

Target children:

Contact for finding them:

Library resources in place:

Program co-sponsors (in the library and outside):

Funding source(s):

Approval needed:

Comments:

Sharing Fun Budget Sheet

Items	*Projected Cost*	*Funds Needed?*	*Donated?*
Staff			
Volunteers			
Publicity			
In-House			
In-Community			
Registration			
Supplies			
Transportation			

Sharing Fun Planning Sheet

Program Name _____
Program Date & Time_____
Person Responsible _____
Program Location _____
Number of Participants _____

Ordered/Arranged *Date*

Personnel Needed:

Materials/Supplies Needed:

Equipment Needed:

Space Needed:

Older Adult Participants:

Children Participants:

BEFORE YOU STOP READING

WHERE TO START TOMORROW

* Expand a current program intergenerationally. E.g. open up children's story hour or the summer reading program to all ages.

* *Break down barriers between the adult services and youth services departments in your library. E.g. hold a joint staff meeting or designate liaisons to attend each other's meetings and workshops.*

* Diversify you library volunteers. E.g. if most of your volunteers are retirees, recruit volunteers at a local high school or college. And vice versa.

* *Publicize the library's resources to other agencies who will use them intergenerationally. E.g. publicize your puppet and felt board materials to nursing homes as well as to nursery schools.*

* Use/rent/purchase existing intergenerational program kits. E.g. Bi-Folkal kits or NCOA's "Discovery Through the Humanities" materials (see resource lists).

* *Display and use children's materials with intergenerational themes.*

* Share your new knowledge and enthusiasm with other staff members.

TAKE A MINUTE

List two key concepts you've just learned about:

*

*

List two new techniques you are itching to try:

*

*

List two colleagues (allies) you are going to talk to immediately:

*

*

RESOURCES

TEXAS INTERGENERATIONAL RESOURCES

* Texas Department of Aging
  PO Box 12786 -- Capitol Station
  Austin, TX 78711

* ACTION State Program Director
  611 East 6th Street, Room 404
  Austin, TX 78701
  (512) 482-5671

* Intergenerational Programs Coordinator
  Texas Education Agency
  Division of Curriculum Development
  1701 N. Congress Avenue
  Austin, TX 78701
  (512) 463-9556

* Governor's Office of Voluntary Services
  105 Sam Houston Building
  P.O. Box 12428 Capitol Station
  Austin, TX 78711
  (512) 463-1782

* American Association of Retired Persons (AARP)
  Area VII Office (includes AR, LA, NM, OK, TX)
  8144 Walnut Hill Lane, Suite 700
  Dallas, TX 75231
  (214) 361-3060

* Austin Groups for the Elderly
  3710 Cedar Street, East
  Austin, TX 76011
  (512) 451-4611

* Friendly Visitors Program
  Sheltering Arms
  701 N. Post Oak Road
  Houston, TX 77056
  (713) 956-1888

NATIONAL INTERGENERATIONAL ORGANIZATIONS

* Administration on Aging
  Department of Health and Human Services
  200 Independence Avenue, SW
  Washington, DC 20201

* National Council on the Aging, Inc.
  600 Maryland Avenue, SW
  Washington, DC 20024

* American Association of Retired Persons
  1909 K Street, NW
  Washington, DC 20049

* Retired Senior Volunteers Program (RSVP)
  ACTION Agency
  1100 Vermont Avenue, NW
  Washington, DC 20525

* National Association of RSVP Directors
  703 Main Street
  Patterson, NJ 07503

* Foster Grandparent Program
  ACTION Agency
  1100 Vermont Avenue, NW
  Washington, DC 20525

* National Association of Foster Grandparent Directors
  9851 Hamilton Avenue
  Detroit, MI 48202

* Elvirita Lewis Foundation
  PO Box 1539
  La Quinta, CA 92253

* Generations United
  Child Welfare League of America
  440 First Street, NW, Suite 310
  Washington, DC 20001

* Generations Together
  Center for Social and Urban Research
  University of Pittsburgh
  121 University Place, Suite 300
  Pittsburgh, PA 15260-5907

* Center for Intergenerational Learning
  Temple University
  1601 North Broad Street
  Philadelphia, PA 19122

* Lifespan Resources, Inc.
  1212 Roosevelt
  Ann Arbor, MI 48104

* Generational Resources Exchange
  Reading Public Library
  Fifth and Franklin Streets
  Reading, PA 19602

* Project Head Start
  Department of Health and Human Services
  200 Independence Avenue, SW
  Washington, DC 20201

* National Head Start Association
  1220 King Street, Suite 200
  Alexandria, VA 22314

* Boy Scouts of America, Inc.
  1325 Walnut Hill Lane
  Irving, TX 75062

* Girl Scouts of the USA, Inc.
  830 Third Avenue
  New York, NY 10022

* Camp Fire Boys and Girls, Inc.
  4601 Madison Avenue
  Kansas City, MO 64112-1278

* 4-H Programs Extension Service
  US Department of Agriculture
  Washington, DC 20250

About
Intergenerational Programming

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"**Share It With the Children**" Also "**Caring for Each Other**" and "**The Best of You, The Best of Me**". Generations Together, University of Pittsburgh.

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Audio-Visual

Appalshop Films and **Headwaters** (videotapes). 306 Madison Street, Whitesburg, KY 41858. Produce work to document and present the history, culture, and social issues of Appalachia and rural America.

Bi-Folkal Productions, Inc. 809 Williamson St., Madison, WI 53703. Sixteen complete multi-media, multi-sensory program kits in the *Remembering* series; slide sets; *Visit Kits* for one-to-one visits; and *The Game of Games* for intergenerational sharing. A non-profit corporation.

Communication Skills Builders. P.O. Box 42050, Tucson, AZ 85733. High-quality picture sets. One series covers the decades between 1920 and 1970 (*Do You Remember When?*). *In Years Past* includes six sets: Technology, Transportation, Events, Famous People, and Occupations.

Eldergames. 11710 Hunters Lane, Rockville, MD 20852. A non-profit corporation offering picture sets on a variety of topics, ranging from *Music & Comedy Stars* to *How Things Have Changed* (Fashion, Leisure, Home Life).

Free Spirit. 400 First Avenue North, Suite 616CC, Minneapolis, MN 55401-2068. Their "Lifestories: Remember the Time" is useful for reminiscence and life review.

Instructional Resources Corporation. 1819 Bay Ridge Ave., Annapolis, MD 21403. History slide collections. Includes index and captions for each.

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